DOCUMENT RESUME

ED 169 632 EA 011 527

TITLE	Guidelines for Selected Personnel Practices in Catholic Schools.
INSTITUTION	National Catholic Educational Association, Washington, D.C.
PUB DATE	May 75
NOTE	46p.
AVAILABLE FROM	Publication Sales, National Catholic Educational Association, One Dupont Circle, N.W., Suite 350, Washington, D.C. 20036 ($2.00; quantity discounts; orders of less than $10.00 must be prepaid)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Administrator Selection; *Catholic Schools; Inservice Teacher Education; Preservice Education; Principals; *Teacher Characteristics; *Teacher Evaluation; *Teacher Recruitment; *Teacher Selection

ABSTRACT

This booklet contains various papers, commissioned by the National Catholic Educational Association, on the hiring, education, and evaluation of Catholic school teachers. The topics discussed include (1) guidelines for hiring teachers, (2) characteristics to look for in teachers, (3) preparation of teacher applications and conducting the interviews, (4) results of a survey on preservice and inservice teacher education, (5) hiring a principal, and (6) teacher evaluation. (Author/LD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED169632

GUIDELINES FOR SELECTED PERSONNEL PRACTICES IN CATHOLIC SCHOOLS

TEACHERS

INTERVIEW

SEARCH

EVALUATION

HIRING

SELECTION

PRE-SERVICE

IN-SERVICE

EA 011 527

Published by

Secondary School Department and
Dept. of Chief Administrators
NCEA

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

NCEA

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Copies of this publication may be obtained by writing:

Publication Sales
National Catholic Educational Association
One Dupont Circle, Suite 350
Washington, D. C. 20036

Prepaid prices of publication, including postage and mailing charges:

1-9 copies	$2.00 a copy
10-25 copies	10% discount
over 25 copies	20% discount

Orders of less than $10 must be prepaid.

Checks should be payable to:

National Catholic Educational Association

Introduction

The National Catholic Educational Association considers itself to be a service organization devoted to helping its members. From time to time various papers are commissioned by departments of NCEA. Several of these papers have been assembled into this booklet in the hope of providing valuable service to those engaged in Catholic education.

The first paper, "Guidelines for Hiring Teachers," discusses general principles which should guide the employment practices of Catholic schools. It was prepared by the Commission on Teachers and Teaching of the Secondary School Department, NCEA.

The next paper provides a 21-point summary of the characteristics which should be exemplified in a teacher in a Catholic school. It should be utilized both in the preparation of an application form and in the interview process. This paper was prepared by the Committee on Personnel of the Supervision, Personnel and Curriculum Section of the Department of Chief Administrators of Catholic Education, NCEA.

The same committee prepared the next paper, "Procedures for Selection of Teachers for Catholic Schools." In outline form, suggestions are made for the preparation of applications and for the conducting of an interview. The premise made is that each diocese or school will prepare its own application blanks which will reflect local policies and approaches.

As a follow up to the hiring of teachers, some orientation program is necessary. Rather than a detailed schedule, we present a paper, "A Survey of Pre/In-Service Programs for New Teachers." This paper was presented by Rev. Robert J. Shuda, Ph.D. at the annual meeting of the CACE

Department in San Diego, October, 1974. Father Shuda is Director of Education for the Diocese of Greensburg, Pa.

Turning from the teacher to the principal, Mr. Karl Hertz, Ph.D. has prepared a paper, "Hiring a Principal in a Catholic School: Guidelines for the Search Committee." The Secondary School Department of NCEA has received permission to distribute this paper. Initially, this paper served as a guide for the Search Committee at Brebeuf Preparatory School in Indianapolis.

A final section concerns evaluation procedures and instruments. After presenting an historical overview of the evaluation of supervisory trends in and out of education, this section gives some of the current issues and practices in the appraisal of teacher effectiveness. Evaluation is seen as a means to promote teacher growth and to provide better instruction for students, as well as an administrative necessity. A bibliography of materials relating to the evaluative function is also provided.

In Appendix A, we have placed a summary of thoughts from the Bishops' Pastoral, To Teach As Jesus Did. They are presented as guiding principles for teacher commitment but everyone involved in Catholic education - administrators, teachers, parents and students - should be acquainted with them. These principles have been assembled by the Committee on Personnel of the Supervision, Personnel and Curriculum Section of the CACE Department.

In addition to those who served on the committees which prepared these documents (Appendix B), we are especially indebted to Bro. Medard Shea, C.F.X., Assistant Superintendent for Teacher Personnel, Diocese of Brooklyn, who contributed much valuable time and effort to this project.

Rev. Msgr. Francis X. Barrett
Bro. John D. Olsen, C.F.X.
N.C.E.A.
May, 1975

TABLE OF CONTENTS

	Page
Guidelines for Hiring Teachers for Catholic Schools	1
Characteristics of Teachers in Catholic Schools	6
Procedures for Selection of Teachers for Catholic Schools . . .	8
A Survey on Pre/In-Service Programs for New Teachers	10
Hiring a Principal in a Catholic School: Guidelines for the Search Committee	14
Evaluation	24
Appendix A: Guiding Principles for Teacher Commitment in Light of the Pastoral, TO TEACH AS JESUS DID	35
Appendix B: Committee Personnel	37
Appendix C: Bibliography	38

Guidelines for Hiring Teachers for Catholic Schools

prepared by

Commission of Teachers and Teaching
Secondary School Department, NCEA

Catholic educators identify the uniqueness of the Catholic schools as one of the prime reasons for their existence. Uniqueness in this context centers on the religious instruction and the climate in the school for the religious development of students. The statement of the philosophy which each school proclaims is an attempt by the staff and the school community to express an idea of how their school is unique. This NCEA study recognizes the central position that such statements of uniqueness must hold in the philosophy of the Catholic school. The guidelines and recommendations which follow are meant to be used by Catholic school educators to help them translate the philosophy of the school into viable theories and practices for the hiring of new teachers.

The Executive Committee of the NCEA Secondary School Department conducted its survey during 1973-74 of how Catholic high schools actually use the stated philosophy of their schools in the process of hiring new teachers and providing in-service programs for active faculties. The paucity of programs reported and the requests of so many principals in the survey for information in this area, make two things clear: Catholic high school administrators do not generally use the philosophy of their schools in the process of hiring new teachers or developing in-service programs; there is a need for some practical guidelines in these areas.

While it is common practice for high schools to have formal statements of goals and objectives, it is equally true that such statements often are more rhetoric than actual practice. As early as 1964 Rev. Joseph Fichter, the noted Jesuit sociologist and researcher, found that in the schools he studied few if any approached the goals stated in their written school philosophies. If theory and practice are the actual accomplishment of the philosophy of the school, the conclusion must be that the stated philosophy of many schools is not the real philosophy on which the school operates. Dr. George Elford, former Director of Research for NCEA, designed his booklet, The Catholic School in Theory and Practice, with this reality in mind. The Elford self-study process presses faculty members to agree or disagree that practices do exist or should exist in their school. Following a discussion of these responses, the staff is encouraged to restate the philosophy of the school. This same process is used in the elementary and secondary school sections of the NCEA publication[1] which is designed to get a school staff to examine the practices and theories operating in the school in the light of the Bishops' Pastoral, To Teach As Jesus Did: Message, Community, Service. Today, no Catholic school can undertake to restate its philosophy without reference to this pastoral.

When a school has a stated philosophy which can actually be seen in practice in the day-to-day operations of the school, the administrator has an instrument upon which to base his judgments about the suitability of a prospective teacher to join the staff. This assumes that the prospective teacher has already been found competent and desirable in one of the departments of the school. The principal or school administrator must then be

---

[1] Giving Form to the Vision: The Pastoral in Practice, National Catholic Educational Association, Washington, D.C., July, 1974.

interested, before completing the hiring process to determine whether the prospective teacher can work positively within the parameters of the actual philosophy of the school. For example, the school philosophy may incorporate the concept that Catholic education is a means to help students develop a faith that is living, conscious and active. The principal's interview may elicit from the prospective teacher how he will be able to contribute to this hoped-for religious growth of students.

The Jesuit Secondary Education Association under the leadership of its President, Rev. Edwin McDermott, S.J., has suggested some competencies[2] which a principal may judge necessary for apostolic consciousness on the part of the prospective teacher. Two of these are offered here to illustrate the types of competencies that might be considered valid in the decision to hire a new teacher.

Competency 1 - The applicant must be able to manifest to students awareness of the apostolic mission in teaching.

(a) Shows a willingness to join together with the rest of the staff to perform specific works of service.

(b) Would try to provide students with opportunities to see that there is no dichotomy between the sacred and the secular areas of man's life.

(c) Indicates a willingness to speak of Gospel values and to share in school liturgical and prayer experiences.

---

[2]The paper entitled, Characteristics of Teachers in Catholic Schools, could be utilized as a list of competencies. See page 6 of this booklet.

Competency 2 - The applicant is interested in guiding students to become mature and responsible persons in the Church and civil society.

(a) Manifests an ability to encourage students to accept responsibility, make value judgments and accept the consequences for their decisions.

(b) Exhibits a concern that students be aware of unjust social structures in this country and other countries.

(c) Expresses a deep concern for the oppressed peoples of developing nations.

(d) Indicates a style of teaching that would respect the individuality of each student and that would foster a positive learning environment.

(e) Interested in providing student learning experiences that encourage cooperation rather than competition.

(f) Exhibits a sense of self-control and dignity.

The discussion between the principal and the prospective teacher can provide the principal with a fair evaluation of the person's potential to become a positive addition to the faculty. It must be recognized, however, that while the principal may have before him during the interview a set of clearly expressed competencies, these are still only guidelines to help him make a subjective judgment on the potential value to the school of the prospective teacher. However, the desired competencies should flow directly out of the statement of the philosophy of the school.

The last step in this process is the determination by the principal whether or not to hire the individual. This process assumes that the principal will already have from department heads of the school a separate evaluation of the prospective teacher. Just as it is important to base teacher selection on a critical judgment of the teacher's professional competencies, so, too, in the Catholic school it is equally important that the hiring of

the teacher be based on an evaluation of or at least a recognition of the Christian competencies he would bring to a school. Nowhere in this process is it suggested that an inquisition be carried out by the principal, nor that the prospective teacher be subjected to an invasion of the privacy of his conscience or of his style of life. The process does emphasize an evaluation by the administrator responsible for hiring that the prospective teacher has the basic competencies which teaching in a school with a given expression of its philosophy would require.

It is obvious that the process involved here is more than a hiring one. The process of faculty consensus on the philosophy of the school is in itself a process of in-service training for the staff.

At the beginning of each school year, it is important that the principal and the staff start with an agreement on general goals and specific objectives for the year. This can be done only if the staff has already accepted a single clear statement of its philosophy. Knowing its specific objectives, the principal and staff are then in a position to establish priorities of time, finances and staff resources to be expended in seeking to achieve those objectives. The in-service nature of the program continues through the year. Like the spinning earth, such a process for hiring and in-service must become a self-perpetuating one.

Characteristics of Teachers in Catholic Schools

prepared by

Committee on Personnel of Supervision, Personnel
and Curriculum Section
Department of Chief Administrators, NCEA

1. The teacher understands and accepts the fact that the schools are operated in accordance with the philosophy of Catholic education.

2. The teacher accepts and supports the on-going building and living of a Faith Community, not simply as a concept to be taught but as a reality to be lived in worship, service, and interpersonal relationships.

3. The teacher has an overall knowledge of the goals of the entire school program and can relate his specific expertise to these goals.

4. The teacher reflects in his personal and professional life a commitment to Gospel values and the Christian tradition.

5. The teacher acknowledges that faith commitment is a free gift of God that is both relational and intellectual.

6. The teacher accepts the responsibility for providing an atmosphere for fostering the development of a faith commitment by the students.

7. The teacher accepts accountability in the fulfillment of his professional responsibilities.

8. The teacher accepts professional evaluation of his performance.

9. The teacher demonstrates good classroom management and record-keeping techniques.

10. The teacher provides for continuous professional growth by engaging in advanced studies, attending workshops and in-service programs, reading current professional journals and adapting to improved teaching ideas, methods and materials.

11. The teacher recognizes and appreciates the contributions of the other members of the professional staff, and shares with them his ideas, abilities and materials.

12. The teacher understands the limits of his professional competencies and makes appropriate referrals for the benefit of the student.

13. The teacher recognizes and respects the primary role of the parents in the education of their children.

14. The teacher relates to the students in an adult Christian manner and contributes to the student's sense of self-worth as a Christian person.

15. The teacher shows an understanding of the principles of human growth and development.

16. The teacher is creative and resourceful in choosing instructional materials and in using appropriate school and community resources to facilitate optimum learning for all students.

17. The teacher fosters the apostolic consciousness of students by encouraging them to join in experiential learning activities that give witness to Christian justice and love.

18. The teacher motivates and guides the students in acquiring skills, virtues and habits of heart and mind required to address with Christian insight the multiple problems of injustice which face individuals and our pluralistic society.

19. The teacher demonstrates the use of skillful questions that lead pupils to analyze, synthesize, and think critically.

20. The teacher provides learning experiences which enable students to transfer principles and generalizations developed in school to situations outside of the school.

21. The teacher provides for on-going evaluation of students and the learning program in order to modify the learning process in accord with each student's needs, interests and learning patterns.

Procedures for Selection of Teachers for Catholic Schools

prepared by

Committee on Personnel of Supervision, Personnel
and Curriculum Section
Department of Chief Administrators, NCEA

A. Application Process

1. Include questions on role of teachers in light of purposes and uniqueness of Catholic schools.

2. In collection of factual data be aware of limitations placed by Equal Opportunity Commission on certain information.

3. Obtain information on academic background and credentials; accept only official transcripts.

4. Include statement by applicant as to the accuracy of the information, e.g., "I understand that any misrepresentation of facts in this application will be considered just cause for dismissal at the discretion of the employer."

5. Ask permission to investigate any of the facts or statements submitted, e.g.,"I hereby grant _____ permission to investigate any of the facts or statements submitted to me, except where my written statement upon this form specifically requests that no investigation be made."

6. Indicate on application the length of time you will file the application if the person is not hired.

7. Check with previous employer.

8. If applicant is ex-religious, contact former Congregation; let applicant suggest one person and you select another.

9. Be sensitive to the problems caused by last minute or panic hiring procedures.

B. Background Preparation

1. The two previous documents, Guidelines for Hiring Teachers for Catholic Schools and Characteristics of Teachers in Catholic Schools, should be integrated in the application prepared.

2. Both the applicant and the interviewer(s) should be familiar with what will be expected of the teacher.

C. Interview Process

1. All documents and materials (references and transcripts) should be on file before the interview is conducted - realize it may not be possible to obtain information from present employer.

2. During interview respect the confidentiality of information submitted regarding the applicant.

3. Interview questions and discussions should focus on Guiding Principles for Teacher Commitment in Light of the Pastoral, TO TEACH AS JESUS DID, Guidelines for Hiring Teachers for Catholic Schools, and Characteristics of Teachers in Catholic Schools.

4. More than one person should interview the applicant (both at central office levels and at local school levels).

5. Make notes as soon after the interview as possible. Be honest. Include both strengths and weaknesses of the applicant.

6. If possible, interview process should provide for observation of applicant in classroom situation.

D. Orientation Program

1. In order to avoid conflicts between theory and practice, build program around the Guiding Principles for Teacher Commitment in Light of the Pastoral, TO TEACH AS JESUS DID, and Guidelines for Hiring Teachers for Catholic Schools. Words and witness must be harmonized in order to avoid ambiguity.

2. The Characteristics of Teachers in Catholic Schools could be introduced as a self-evaluation guide for the teachers.

A Survey on Pre/In-Service Programs for New Teachers

by

Rev. Robert J. Shuda, Ph.D.
for the Department of Chief Administrators, NCEA

Some Statistics

As the result of a survey taken in the Fall of 1974 to which 83 of the 165 (arch)dioceses responded (about 50 percent), 32.5 percent indicated no organized pre/in-service programs for new teachers, 36.1 percent answered that such programs were provided by local principals at individual schools, 31.4 percent stated (some with supplementary material) that central/regional programs were offered for new teachers under diocesan aegis. The majority of respondents did say that in-service programs were being offered for all principals and teachers - naturally including new teachers, while a minority of respondents indicated some type of program offered for principals new to the diocesan system. One could conclude, then, that most dioceses have no formal pre/in-service program prepared by the central office for teachers new to the Catholic school system.

Some General Aspects of Existing Programs

With some variation, programs offered locally and regionally or centrally show similar tendencies. While local programs are usually attendance-mandated, even by contract, broader programs usually "expect" or "urge" attendance. They are presented free - except possibly for lunch costs, predominantly without credit, before or in the early part of the school year, sometimes during school hours, more often after school, rarely on weekends. Rarely is the public sector or the religious community involved.

On the local level, the principal manages the program; on the central level, central staff manages the program. Whatever evaluation occurs depends on available time, individual administrative insight and, sometimes, supervisory help from religious community consultants. Normally, especially at the central gatherings, the program is a one-shot affair.

Some Specific Aspects of Existing Programs

Local school programs were hard to come by - probably because, where local programs are being presented, the specifics vary from one school to another. There were indications of share-ins, guest lectures, faculty meetings, administratively-directed meetings, but no commonality.

On the regional/central level, programs appeared to take on the aspect of "welcome-to-the-club" orientation meetings, scheduled separately or scheduled-in specially with an all-teacher meeting. Under the orientation umbrella, these programs usually covered one or more of these three topics: (1) the philosophy of Catholic education; (2) the policies and practices of the diocese re teachers, especially those points important to the teacher beginning in the system; and (3) curriculum specialization.

For example, one medium-sized diocese scheduled a six-hour day (9 am to 3 pm) beginning with a welcome by the superintendent and going on (with ample coffee breaks and lunch) with such topics as: teaching in a Catholic school, religion in the Catholic school, organization and bookkeeping, certification procedures, the teacher and auxiliary personnel, the Catholic school curriculum and textbooks/materials/equipment. Another diocese, after the welcome, went on to provide sessions for lower, intermediate and upper level teachers according to their professional curricular areas. And another diocese, after the welcome, went over a check-list of "nitty-gritty" points

(e.g., who is my immediate superior; what about a planbook; where do I get materials/texts, etc.; do I collect milk money?) to orient the teacher to the system.

In one program or another, such topics were covered: the philosophy of Catholic education; state, diocesan and (sometimes) local regulations, policies and practices; salaries and fringe benefits; certification needs; curricular needs; a calendar of the year's professional events; organization lines and contacts; a multiple number of specific and "how to" points - all of which somehow help to orient and welcome the teacher to a new school, a new system.

What To Do. . .

It seems that, considering one's turnover rate (of both lay and religious teachers) in each diocese, new teachers need special recognition and help. (This presumes that new principals need special recognition and help.) Central offices cannot do everything to satisfy new-teacher needs; thus, much of what is said in this section should also be said to local principals.

1. At least, an orientation day should be scheduled for new teachers to let them know they belong, have support and will be helped. According to diocesan direction, the program may vary but should include a warm welcome and a presentation on the special differences of Catholic schooling.

2. Guidelines (check-lists?) should be centrally prepared for local orientation and follow-up programs for new teachers. These should be issued to principals; perhaps the implementation of such guidelines should be surveyed at diocesan meetings of principals and at supervisors' visitations to schools.

3. Further ideas might be considered. Teacher evaluation processes are growing; new teachers need special and compassionate evaluation. Inter/intra school exchange of teachers might offer opportunities for beyond-the-wall insights and growth. A master teacher might be an advantageous approach to new teacher support. Self-evaluation procedures for new teachers could be useful and less threatening. Education consultants (supervisors) might pointedly seek out and listen to new teachers on their school visitations.

4. Whatever is done, dioceses should continue with "all teachers" and "all principals" meetings, of course. Something for all new teachers is needed. As one respondent to the survey aptly put it, all teachers are really new teachers all the time. I might add - especially when they're new new teachers!

I am aware of specific orientation day programs in the dioceses of Allentown and Philadelphia. In Youngstown and Los Angeles, there are on-going programs. Salt Lake City has a good checklist for new teachers. There are other good programs. Hopefully, this survey will spur all dioceses to the establishment of such programs.

Hiring a Principal in a Catholic School: Guidelines for the Search Committee

by

Karl Hertz, Ph.D.

Any guidelines for the hiring of a principal must take into consideration five general categories. The philosophy of education as found in Catholic education in general, the philosophy and objectives of a specific school, the methods for determining qualifications and sources of applicants, the practical aspects of the position, and the actual visit of the applicant are all ingredients. On the pages that follow, direction will hopefully be given to any group of people who are faced with the task of identifying a new principal for a school.

Search Committee

It is important to recommend at the outset that the process of identifying a principal will most likely be effective if a broad cross-section of the people involved in the school are also a part of the selection of this educational leader. A "Search Committee" is a good place to start. This group should be large enough to be representative and small enough to avoid being unwieldy. Approximately twelve is a reasonable number. It should realize from the outset if it is just recommending; it should also know if it is expected to come up with two or three choices to be decided upon by someone else. Above all, the Search Committee must understand that it works for a School Board, District Superintendent, a Religious Community or perhaps a Pastor. The Search Committee is not responsible for naming a new principal; it is responsible for seeking out and screening the best qualified and most acceptable applicants for those who will make the final choice.

The following groups will certainly be able to contribute to the membership of a Search Committee: the School Board, or whoever appoints the Search Committee, the administration of the school, the parents, the faculty (religious and lay), the students, and possibly a professional consultant (a person with special skills, from outside the school, who will help in organization). Balancing this group is significant and must be accomplished in a way that is appropriate for a specific school. The consultant, who will certainly not make the choice for the school, may be of great help in determining the make-up of the Search Committee.

Philosophy and Objectives of a Specific School

The Search Committee should not only be familiar with the general concepts of a Catholic philosophy of education, but it should also be provided with the philosophy and objectives of the school. A given section of a city or town may have very distinct needs and a general philosophy will not serve the school well at this point. The Search Committee may find a need to know exactly what are the needs of this school. They would be wise to carry their thoughts before sample groups of the school community, which the committee represents, to get their feelings.

The Search Committee may find it quite profitable to state its characteristics for a principal in a very straightforward manner. The following might well be some examples:

- The principal should evidence an understanding and an acceptance of the Christian message as expressed through Vatican II.
- The principal should have a sound grasp of Catholic traditions and current developments in Catholic educational problems.
- The principal should have a knowledge of child psychology in today's world.

- The principal should have some specific attitudes toward the ways in which young people express their feeling for God through worship.
- The principal should have sound curriculum competencies which allow him to promote a curriculum for the school which soundly addresses itself to Christian principles.
- The principal should be able to express a willingness to direct the educational approach toward a service of mankind.
- The principal's own life should give evidence of interest in other people.
- The principal should be willing to promote within the student body a set of values which it can carry away from the school and into the community in which the students live.
- The principal should be able to lead the school in an understanding of the Third World, peace, oppressed people, and minority groups.
- The principal should have the organizational skills which would allow the teachers to carry out many of the above mentioned projects.
- The principal should have the insight and perspective to see that the people he hires will greatly affect the young people being taught and will be the front line of presentation of Christian values.
- The principal should have the openness to hear the ideas of other people and the strength to make decisions and carry them through realizing that a great deal of the responsibility is in his/her hands.

Methods for Determining Qualifications and Sources of Applicants

The methods for determining qualifications and obtaining applicants, of course, was started when the committee became aware of the school's philosophy and objectives. At that point certain applicants were eliminated. It is now appropriate that the Search Committee start to contact people who will have knowledge of possible applicants. The following agencies and individuals are all helpful:

- Religious superiors
- Catholic superintendents of education
- Educational placement offices at a number of universities and colleges
- College deans of education
- Professors of educational administration
- Friends in administration who may have their eye on a person capable of moving into such a role
- Friends at universities who may have knowledge of potential administrators
- Faculty members in the school and on the Search Committee
- Administrators in public and non-public schools in the area
- A consultant on the Search Committee
- Acquaintances in the religious community and in other communities
- Contacts with professional organizations such as NCEA, NASSP and NAESP

When such contacts are made, it is important to send a brief job description, location, and pay range that will be involved. Many of the contacts may be made by telephone which necessitates the ability to articulate the description of the position immediately.

As the applications start to arrive, the Search Committee will need some criteria upon which to base its judgment as to which applicants would be worth pursuing through the interview process. The following steps for determining qualifications may prove valuable:

- Does the applicant have the necessary professional course requirements?
  The committee can depend on college transcripts and state licensing for this determination.
- Does the applicant have the enthusiastic support of the person doing the recommending?
  People and bureaus often recommend, but interestingly

enough, they do not always do it enthusiastically.

- Have the personal and telephone recommendations for the applicant been sound?
  It is always worthwhile to actually contact people. After they look good on paper, do not be afraid to spend the money to call long distance. These contacts often prove beneficial.

- What are the feelings of the Search Committee after personally meeting the applicant?
  Do not be afraid to listen to "gut reactions" when you have been with the applicant. After all, they may give you the soundest feelings about how the applicant deals with people.

Now the Search Committee is ready to deal with the visit to the school by one or more of the applicants to whom the search has been narrowed.

The Practical Aspects of the Position

At this point, the applicant and the Search Committee must be candid with each other. Neither must hold back information or questions because one of the worst possible outcomes would be for the applicant to come to the position unaware of some important feature of the school operation or for the committee to be unaware of some deep feeling on the part of the principal. During the visit to the school, it would seem pertinent for the applicant and the Search Committee to discuss the following areas with the applicant reacting to each:

- Discuss the climate of the school. The committee should explain what the school community hopes for from the school both spiritually and academically.

- Refer to the administrative structure of the school. At this point the applicant can get a grasp of the administration within the school and such outside forces as district boards.

- Discussion of what is happening to the previous principal should take place. This topic will greatly affect the climate within the school. Was the principal fired? Is there anyone within the school who wants the job? These are all important factors.

- Some discussion should take place concerning who will actually decide on who gets this position.

- Discuss the role of unions in the school. The applicant may have strong feelings about this which will greatly affect the school.

- Areas of responsibility and who the principal reports to are important. At this time discussion can take place, as to whether the principal will have the authority to bring about the expectations that have developed.

- Reference should be made to the most pressing problems within the school. This discussion gives some perspective to immediate concerns.

- Discussion of minority percentages within the school should take place. It would be appropriate to talk about the percentages within the faculty as well as the student body.

- Talk about the percentage of religious and lay teachers within the school. If there are good relations existing presently, that is a great help; if not, it certainly must be addressed early by the new principal.

- Some presentation of the financial situation within the school is important. The question may develop into a number of interesting areas. One person might be a good principal under certain conditions and a poor principal under others. For instance, one school may be about to build, another may need an academic curriculum expert, and another may need a fund raiser.

- An attempt should be made to characterize the curriculum. This gives the applicant a chance to know whether he or she has the ability to handle the needs of this school.

- Discuss what is meant by individualized instruction, innovation, and such terms. Everyone needs to be talking about the same things.

- Time should be spent on the social action projects. If the applicant is unable to see his relationship to Christian formation, a potential problem exists.

- Discussion of the student-teacher ratio would be valuable.

- Talk about the number of students involved in work-study projects.

- Reference should be made as to whether the school is involved in a regional accrediting association and when it is due for a visitation.

- The type of scheduling done in the school should be discussed.

- The type of guidance and referral systems in the school should be discussed. Some insight should be made as to how the religious formation in the school is tied to guidance.

- Discuss the method of formal religious education and whether all students have to take it.

- Reference should be made to the pay scale for teachers and to its competitiveness with other area schools.

- The role of student government, sports, and other extra-curricular activities should be discussed.

- Security within the school should be discussed. If there is a need for policemen, it should be a matter of real interest. Where the patrons of the school are concerned about this matter, it will affect many other features of the school.

- The function of the liturgy within the school should be discussed. Whether Protestant and Jewish children have to attend these services is important.

- In the case of a lay applicant, there are certain housing and financial considerations to be discussed. The benefits, salary, and cost of living should be important factors.

Actual Visit of the Applicant

The actual visit of the applicant can be scheduled in a number of ways. It would be profitable to have the Search Committee actually spend some time on the program for the day. All too often, the time spent by an applicant is far too unstructured, and both the school and the applicant finish the day with a somewhat unfulfilled feeling. The following suggestions are made concerning specific activities to be built into the visit.

(They may take more than one day, and some may be more appropriate for a second visit than for the first.):

- Have a host for the applicant from within the Search Committee.
- Tour the school.
- Meet the entire Search Committee. This is often a good opportunity to ask the applicant to tell a little about himself.
- Meet with Department Chairmen. It is often beneficial that this be in two groups.
- Meet with present administrators.
- Have an open faculty meeting. This provides an opportunity for all faculty members to talk with the applicant.
- Meet with a student group. It is not helpful for this to be the entire student body, but officers of the student government are normally appropriate.
- Meet with any board or individual (such as a superintendent) who regulates the school.
- Have a time when the candidate can wander the school on his own. This is a chance to talk to students and adults informally and get some feeling of the school.
- A coffee or social hour can provide a time for parents to meet the applicant.

During one of the sessions, and there should be more than one with the Search Committee, it might be quite appropriate for the Search Committee to have formulated a series of situations which could exist in the school or any school for that matter. The applicant could be presented with these situations and asked to react to them. Each committee could appropriately form its own questions, but the following possibilities may help in simulating the situations important to a specific school:

We would like you to respond to each situation by

indicating how you might deal with the problem involved including the important considerations, people to contact, etc. In other words, as principal of a school, what would you do when:

- The celebration of the liturgy is being unimaginatively done, and students are not becoming involved.

- The Physical Education Department requests a major revision in its curriculum. The revision can be implemented within the present total school program.

- The Foreign Language Department desires to increase its graduation requirements from two to three years.

- The faculty, in faculty meeting and by majority vote, adopts a major change in the grading policy. You are philosophically opposed to the change.

- Student government requests that they be given representation on your curriculum committee.

- Members of the Governing Board of the Parents' Association express their concern that the school program is not providing enough training in basic writing including grammar.

- A distinguished (math, English, physics) professor, who is a parent, contacts you with the claim that a text being used in his or her child's (math, English, physics) class is too advanced for that class.

- After a series of fire drills, the city fire marshal files a report with the school claiming that the behavior of the school faculty and students during the drills has been unsatisfactory.

- You observe that school students are generally not complying with school rules and that faculty members are not paying any attention to open violations.

- You observe that black students have separated themselves from white students in classrooms, in the cafeteria, at basketball games, and at social events.
- You find that you are unable to get religious or clergy to teach religious formation classes.

Of course, there are not specifically right or wrong answers to the above questions. However, the committee will likely have some feeling as to the approach which the applicant would take in what could be touchy situations.

The Choice

When the Search Committee has conscientiously attempted to make its decision, the final choice is clearer, but it still must be made. In some situations, the Search Committee recommends one choice to a board, superintendent, or director. At times, the committee actually makes the choice. In either case, they then must sample the members of the committee to get their first choice for a principal. Since the committee narrows the number of candidates to two or three people before the interviews, there are not many choices at this point. Some committees, at this point in the process, conclude that they have a clear cut choice; some committees find that they must take a formal vote, and in a few cases the committees find that they are not satisfied with the people they have interviewed and are interested in having more people in for that purpose.

The formal process of naming a principal is detailed. Sometimes it seems too involved. However, the role is so crucial to the smooth functioning of the school that it is well worth the time that is spent if the proper person is identified for the position.

Evaluation

by

Brother John D. Olsen, C.F.X., Ph.D.*

Methods and procedures of evaluating teacher effectiveness currently used in schools have evolved from practices of many years ago. These evolving practices have been related to certain movements in government, industry and psychological research.

The processes of making appraisals and the forms on which they are recorded were once known as "rating" and "rating forms." Later the processes of appraisal were called "evaluation" and "evaluation forms." Currently, "evaluation" is used but there is a trend toward calling these processes "appraisal" and "appraisal forms."

During the nineteenth century the total responsibility of a superintendent of schools was referred to as supervision. Supervision entailed the responsibility for overseeing and improving the classroom work of teachers. Evaluation of teachers was a supervisory function.[1] Generally, this function was and still is delegated to a supervising principal who is the chief evaluator of his teachers.

Formal evaluation of teacher effectiveness as practiced today appears to have had its origin, for the most part, during the late nineteenth century, as well as in the efficiency movement of the early twentieth century. The theory and practice of scientific management with "efficiency"

---

*Materials developed for a course in Human Relations in Educational Administration, School of Education, Catholic University, Washington, D.C., May, 1974.

[1] Biddle, B. and Ellena William, Jr. Contemporary Research on Teacher Effectiveness, New York: Holt, Rinehart and Winston, 1964, pp. 42-43.

as its catchword swept the country in the early 1900's. Frederick W. Taylor's book, The Principles of Scientific Management (1911) was responsible for the efficiency movement. Although this movement had its origin in industry, it was not long before educators and school administrators adapted and extended these principles to the field of education.

School surveys placed emphasis on testing the efficiency of teaching, most often utilizing the newly-developed standard tests in school subjects. There was little interest in individual tests of individual teacher efficiency. The survey movement did succeed in keeping the idea of efficiency in the forefront of educational concern. However, the growing use of individual efficiency ratings for teachers seems to have been stimulated by the efficiency movement and by interest and developments in educational measurements.

The use of employee ratings in business and industry as an outgrowth of the efficiency movement did not occur in any marked degree until after 1915. The rating sheet was first used by Lord and Taylor's stores in 1916 for rating salespersons. The individual responsible for initiating its use reportedly looked around for an example to imitate but found none. He apparently was unaware of the hundreds of examples in public school systems. In 1917 the Army introduced a man-to-man rating scale for officers and later developed a graphic rating scale. This graphic rating scale has been the foundation for many similar ones to follow. Although several attempts were made at initiating rating scales in private industry and governmental bodies, widespread use has been limited to governmental bodies. One large survey conducted by the National Industrial Conference Board

(1936) showed that 363 or 14.8 percent of 2,452 companies investigated, maintain rating systems. The majority of these were large companies employing 38 percent of the total number of employees.

Research in the area of appraisal of teacher effectiveness is best summarized in a statement by Getzell and Jackson.

Despite the critical importance of the problem of teacher effectiveness and a half century of prodigious research effort, "very little is known for certain about the nature and measurement of teacher personality and teaching effectiveness. The regrettable fact is that many of the studies so far have not produced significant results."[2]

Current Issues and Trends in the Evaluation of Teacher Performance

The "traditional" method of appraisal has tended to be used to focus primarily on the individual's personality, discipline of the students, social graces and the biases of the evaluator or appraiser. This concept of performance appraisal carries negative implications for education administrators. Castetter, in his book, "Personnel Function in Educational Administration," lists some of the significant objections to this approach:

> "Appraisal focusing on personality, not on what is achieved.
>
> "Individual administrators are not for the most part qualified to assess personality.
>
> "Appraisal tools such as rating scales, checklists, and the like lack validity.
>
> "Raters display biases.
>
> "Appraisal devices do not provide administrator with effective counseling tools.

---

[2]Getzels, J. and Jackson. "The Teacher's Personality and Characteristics," in Gage (ed.) Handbook of Research on Teaching. Chicago: Rand McNally and Co., 1963, p. 574.

"Most of the traditional appraisal tools do not establish organizational expectations for individuals in various positions.

"Appraisals are arbitrary or unjust when used for discipline, salary increases, promotion or dismissal.

"Traditional appraisal methods tend to hamper communication between the appraiser and appraisee."[3]

To further illustrate the need for a new approach to appraisal, Meyer, Fay and French's (1960) study, "Split Roles in Performance Appraisal," notes that frequent "criticism" without relationship to goals or objectives during the appraisal interview results in less achievement than the achievement attained by workers who are criticized less and receive more supportive help in relation to objectives to be achieved. They have concluded that: "(1) criticism has a negative effect on achievement; (2) praise has little effect either way; (3) performance improves when specific goals are established and that (4) mutual goal setting, not criticism, improves performance."[4]

Current research and studies in performance appraisal emphasize the development of a new relationship built on confidence in another's integrity, goal orientation and personal commitment to the problem-solving process. The one-way process exemplified by the one visit, rating scale checklist summative approach will necessarily be retired to its place in the past. Pressures brought to bear on the administrator by teacher associations, unions and education research has emphasized an

---

[3]Castetter, William B. The Personnel Function in Education Administration, New York: Macmillan Company, 1971, pp. 233-235.

[4]Meyer, H.H., Kay, E. and French, J.R.P. "Split Roles in Performance Appraisal," Harvard Business Review, March-April 1964, pp. 123-124.

increasing importance of creating opportunities for the worker to share in mutual goal setting, plans for implementation and continual follow-up and feed-back to improve the instructional performance (Redfern, 1963).[5]

W. James Popham has proposed that two major functions of the supervisor are: (1) to assist the teacher in making defensible objectives; and (2) to assist the teacher in achieving these objectives. Popham's criterion-referenced evaluative process and Redfern's delineation of the five steps of the client-oriented evaluation constitute the nucleus of the current trend in appraising teacher performance. Inherent in this "positive" or "open" approach to the evaluative process are several advantages:

1. The appraisee knows in advance the basis on which he is to be rated.

2. The appraiser and appraisee both agree on what the objectives of the appraisee should be in relation to his needs, standards and goals, and the goals on the organization.

3. The relationship between the appraiser and appraisee is strengthened in a positive manner. Communication is two-way and continuous.

4. Targets are both challenging and reachable, promoting job satisfaction.

5. Feed-back provides methods for both training requirements and reorganization of goals.

---

[5]Redfern, George. "How to Appraise Teaching Performance," Columbus, Ohio: School Management Institute, Inc., 1963.

6. This appraisal method treats as a total process a person's ability to understand organizational goals and his own needs, devise ways of obtaining or making progress and contribute to the overall educational process.[6]

Procedures and Instruments

Teachers are evaluated for a variety of purposes, which may be summarized under two major categories: (1) administrative purposes; and (2) instructional purposes. Both categories are important to the educational organization and are actually related in the total educational process.[7]

Teacher evaluation for administrative purposes may provide information for numerous types of administrative decisions, such as those concerning tenure, teacher assignments, transfers, promotions and salary increases in merit salary plans.

Teacher evaluation for instructional improvement is also an administrative responsibility, but it is designed for a different function: the improvement of the teaching-learning situation in the school, and classroom instruction in particular.[8]

With these basic purposes of evaluation in mind, a number of characteristics of a well-defined evaluation program have been identified by Harold J. McNally, including the following:

---

[6]Kindall, Alva and Gatza, James. "Positive Program for Performance Appraisal," Harvard Business Review, November 1963, p. 157.

[7]McNally, Harold J., "What Makes a Good Evaluation Program," National Elementary Principal, Fall 1973, pp. 24-29.

[8]Ibid.

1. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.

2. The policies and procedures of the program reflect knowledge of the extensive research related to teacher evaluation.

3. Teachers know and understand the criteria by which they are evaluated.

4. The evaluation program is cooperatively planned, carried out, and evaluated by teachers, supervisors, and administrators.

5. The evaluations are as valid and reliable as possible.

   a. Validity as used here means: (1) the degree to which the factors evaluated are important to the learning of children and to the successful functioning of the school; and (2) the degree to which the criteria are related to the needs and conditions of the local setting.

   b. Reliability as used here refers to the degree to which different evaluators agree in their evaluations made of a teacher on the same criteria, or that the same evaluator would agree with himself on evaluations of the same teacher on different occasions.

6. Evaluations are more diagnostic than judgmental.

7. Self-evaluation is an important objective of the program.

8. The self-image and self-respect of teachers are maintained and enhanced.

9. The nature of the evaluations is such that it encourages teacher creativity and experimentation in planning and guiding the teaching-learning experiences provided children.

10. The program makes ample provision for clear, personalized, constructive feedback.

11. Teacher evaluation is seen as an integral part of the instructional leadership role of the principal and of the program of in-service teacher development.[9]

---

[9] Ibid., pp. 24-29.

Evaluation Procedures

Two general types of evaluation procedures have been identified by the Educational Research Service in a study of 110 school systems. They appear to have relevance for Catholic schools and diocesan systems as well as to public schools.

The first type utilizes a predetermined list of characteristics of a teacher and his performance against which the teacher is compared. The second type involves the setting of individual performance goals, against which the individual teacher is evaluated. The first type may include recommendations for needed improvement, but the teacher is not necessarily assessed on whether he has accomplished the improvements. The second type, often referred to as the job target, performance goal, or management by objectives approach, may contain elements of the first type in the total approach. For instance, the teacher may be rated against prescribed performance targets in addition to individually prescribed performance standards.[10]

Within these two general types of evaluation many variations are possible. Both types of appraisal may include a formal self-evaluation, a numerical rating, or a narrative summary evaluation indicating how the teacher measures up to the performance standards or has achieved his job targets.

A very important aspect of the evaluation process is the manner in which the teacher is informed of his evaluation. The ERS survey indicates that most of the reporting systems required that the evaluator(s) have a post-evaluation conference with the teacher to discuss the final rating.

---

[10]American Association of School Administrators, Educational Research Service, Evaluating Teaching Performance, Arlington, Va., 1972, p. 5.

Sometimes the evaluating form was actually completed during the conference as items were discussed with the teacher. Usually the teacher was required to sign the evaluation form even if he did not agree with the assessment. The teacher was usually given a copy of the evaluation form.

Summary

Current trends indicate increasing use of evaluation approaches designed not so much to judge the teacher, but rather to help the teacher help himself to improve his performance and the quality of education in his school. The trends also indicate increasing teacher input which allows the teacher opportunities for selecting the standards against which he will be evaluated. Some schools and school systems are requiring the teacher and administrator to agree on objective measures or indicators of how well the teacher has achieved his goals. Experiments are also being conducted on the use of procedures that rely on input from other than the teacher's superiors, including the use of goals or objectives from several levels (school, department, and personal).

The Bishops' Pastoral, To Teach As Jesus Did, provides the basis for individual schools, as well as diocesan offices, to specify the goals and objectives for the institution and for each member of its faculty and staff. The process for doing this has been provided for in the publication, Giving Form to the Vision. Such a process can involve not only the administration and faculty but also parents and students. It is in this way that the uniqueness of the Catholic school is defined. Evaluation then is based on the agreed upon goals and objectives.

Perhaps no one model can be advanced at this point that will answer all the needs or questions involved in evaluation procedures. However, the

evaluation model developed by George Redfern in his book, How To Evaluate Teaching, seems to contain six common elements that have wide applicability, particularly in a performance-oriented procedure designed for the improvement of teaching performance. These six components include the following:

1. Component I - Performance Criteria (Standards). Duties and responsibilities required in the performance of an assignment are specified, usually under broad areas of performance with several sub-elements listed under each heading. These criteria can be used in the diagnosis of the status of the evaluatee's current performance and as the preliminary activity for establishing performance targets.

2. Component II - Performance Objectives or Job Targets. These targets are based upon the areas of responsibility and should involve consideration of targets in terms of behavior change for the teacher as well as possibly for the student.

3. Component III - Performance Activities. These are the actions and activities designed to attain the performance objectives. They should reflect the emphasis either upon teacher or learner or both, as indicated in Component II, and should be the concern of both evaluator and evaluatee.

4. Component IV - Monitoring Performance. This process involves collecting data and information relating to the objectives which are being pursued. All parties involved should discuss and agree upon certain matters such as data-gathering forms to be used, kinds and frequency of classroom visitations, identity of monitors use of any mechanical monitors, conferences, and other types of contacts. Results from this type of formative evaluation or monitoring should be fed back to the teacher immediately for improvement of performance.

5. Component V - Assessing Monitored Data. This aspect is an extremely important part of the evaluation procedure and should be at least a two-fold process, including self-assessment by the evaluatee, assessment by the evaluator, and possibly assessments by other professionals, students or parents. The latter types of assessments are in the experimental stage, but they are receiving increased attention in some school districts and communities.

6. Component VI - Conference and Follow-Up. This important "final" step in the process is very important, for here the persons involved in the process discuss the results of efforts designed to achieve the objectives. At all times the evaluator should help the evaluatee to view this as a constructive process.

> Out of this conference may come ideas for follow-up activities to reinforce the gains that have resulted from this initial process. Obviously, the final step is actually the preliminary step for reentry into the evaluation system.

The most outstanding aspect of evaluation is that, as Redfern states, it is a means to an end. "It is a tool to help the teacher become more competent in the performance of his duties and responsibilities. These duties and responsibilities must continually be evaluated in relationship to the primary task of the school - that of improving learning opportunities for boys and girls."[11] The children are the beneficiaries.

Evaluation will be an evolving process that will develop and change as our concepts of the teaching-learning process grow and change. No one model can answer all the questions. Each evaluation process should reflect the goals, objectives, and characteristics of the particular community or school.

In the future, evaluation procedures may include two-way exchanges and "power network" evaluations. The two-way exchanges would allow the evaluator to discuss with the evaluatee factors for which the evaluator is responsible that hinder the evaluatee in the performance of his job. The "power network" approach would also consider how an individual's performance is affected by others with and under whom he/she is working. The future may also include a variety of approaches now being used. We might see evaluation by teams including peers, students and parents as well as superiors.

---

[11] Redfern, George B. How to Evaluate Teaching. Worthington, Ohio: School Management Institute, Inc., 1972, p. 15.

Appendix A

Guiding Principles for Teacher Commitment in Light of the Pastoral, TO TEACH AS JESUS DID

Catholic education is an expression of the mission entrusted by Jesus to the Church He founded. Through education the Church seeks to prepare its members to proclaim the Good News and to translate this proclamation into action. Since the Christian vocation is a call to transform oneself and society with God's help, the educational efforts of the Church must encompass the twin purposes of personal sanctification and social reform in light of Christian values. (#7)

Thus, one crucial measure of the success or failure of the educational ministry is how well it enables men to hear the message of hope contained in the Gospel, to base their love and service of God upon this message, to achieve a vital personal relationship with Christ, and to share the Gospel's realistic view of the human condition which recognizes the fact of evil and personal sin while affirming hope. (#8)

The success of the Church's educational mission will also be judged by how well it helps the Catholic community to see the dignity of human life with the vision of Jesus and involve itself in the search for solutions to the pressing problems of society. (#10) Since the Gospel spirit is one of peace, brotherhood, love, patience and respect for others, a school rooted in these principles ought to explore ways to deepen its students' concern for and skill in peacemaking and the achievement of justice. (#109)

The educational mission of the Church is an integrated ministry embracing three interlocking dimensions: the message revealed by God (didache) which the Church proclaims; fellowship in the life of the Holy Spirit (koinonia); service to the Christian community and the entire human community (diakonia). While these three essential elements can be separated for the sake of analysis, they are joined in the one educational ministry. (#14) Community is at the heart of Christian education not simply as a concept to be taught but as a reality to be lived. Through education, men must be moved to build community in all areas of life; they can do this best if they have learned the meaning of community by experiencing it. (#23)

Of the educational programs available to the Catholic community, Catholic schools afford the fullest and best opportunity to realize the threefold purpose of Christian education among children and young people. (#101) Only in such a school can they experience learning and living fully integrated in the light of faith. The Catholic school "strives to relate all human culture eventually to the news of salvation, so that the life of faith will illumine the knowledge which students gradually gain of the world, of life, and of mankind" (Christian

Education, 8). Here, therefore, students are instructed in human knowledge and skills, valued indeed for their own worth but seen simultaneously as deriving their most profound significance from God's plan for His creation. Here, too, instruction in religious truth and values is an integral part of the school program. It is not one more subject alongside the rest, but instead it is perceived and functions as the underlying reality in which the student's experiences of learning and living achieve their coherence and their deepest meaning. (#103)

This integration of religious truth and values with the rest of life is brought about in the Catholic school not only by its unique curriculum but, more important, by the presence of teachers who express an integrated approach to learning and living in their private and professional lives. (#104)

Appendix B

Committee Personnel

1. Commission on Teachers and Teaching, Secondary School Department, NCEA

Sr. Marguerite Zralek, O.P., Chairlady	Chicago
Mr. Robert Ernst	Shreveport
Bro. Marcellus Feeley, C.F.X.	Malden
Bro. Edwin Johnson, S.M.	Chicago
Sr. Patrice McNamara, O.S.F.	Milwaukee

2. Committee on Personnel of Supervision, Personnel and Curriculum Section, Department of Chief Administrators of Catholic Education, NCEA

Bro. Francis McHugh, O.S.F., Chairman	Brooklyn
Mr. Joseph A. Caligiuri	Buffalo
Mrs. Grace Conway	Rochester
Rev. Leslie A. Darnieder	Milwaukee
Mr. Thomas P. Forkin	Philadelphia
Sr. Mildred Meany, C.S.J.	Rockville Centre
Sr. M. Kyran Shea, B.V.M.	Seattle
Bro. Medard Shea, C.F.X.	Brooklyn
Sr. Kathleen Short, O.P.	NCEA
Ms. Suzanne Sullivan	Baltimore
Dr. Paul Ward	New York
Sr. Kathleen Waters, O.P.	Amityville

Appendix C

Bibliography

American Association of School Administrators, Educational Research Service. Evaluating Teaching Performance. Arlington, Va.: The Association, 1972.

Anthony, Bobbie M. A New Approach to Merit Rating of Teachers. Chicago: Midwest Administration, University of Chicago, 1968. ED 027.

Biddle, Bruce J., and Ellena, W.J., Jr. Contemporary Research on Teacher Effectiveness. New York: Holt, Rinehart & Winston, 1964.

Bolvin, John O. "Evaluating Teacher Functions." Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., February 16-18, 1967. Pittsburgh: Learning Research and Development Center, University of Pittsburgh, 1967. ED 020 573.

Broudy, H.S. "The Continuing Search for Criteria." Paper presented at the 19th annual meeting of the American Association of Colleges for Teacher Education, Chicago, February, 1967. Washington, D.C.: American Association of Colleges for Teacher Education. ED 012 257.

Burdin, Joel (ed.). Performance-Based Certification of School Personnel. Washington, D.C.: ERIC Clearinghouse on Teacher Education and Association of Teacher Educators, 1971.

Castetter, William B. The Personnel Function in Education Administration. New York: Macmillan Co., 1971.

Doyle, Walter. "The Supervisor as Behavior Specialist," National Catholic Educational Association Bulletin, November, 1968, pp. 42-48.

_____. Supervision: Key to Effective Teaching. Washington, D.C.: National Catholic Educational Association, 1969.

Eble, Kenneth E. The Recognition and Evaluation of Teaching. Washington, D.C.: American Association of University Professors, 1971.

Educational Service Bureau, Inc. Teacher Evaluation. Washington, D.C.: Administrative Leadership Service, 1967. ED 030 204.

Flanders, Ned A. "Teacher Effectiveness," Encyclopedia of Education Research (fourth edition), New York: Macmillan Co., 1969, pp. 1423-37.

Getzels, J.W., and Jackson, P.W. "The Teacher's Personality and Characteristics," in Gage (ed.), Handbook of Research on Teaching. Chicago: Rand McNally and Co., 1963.

Houston, W. Robert, and Howsam, Robert B. (eds.). Competency-Based Teacher Education: Progress, Problems, and Prospects. Chicago: Science Research Associates, Inc., 1972.

Kindall, Alva, and Gatza, James. "Positive Program for Performance Appraisal," Harvard Business Review, November, 1963.

Lucio, William H., and McNeil, John D. Supervision: A Synthesis of Thought and Action. New York: McGraw-Hill, 1962.

McNally, Harold J. "What Makes a Good Evaluation Program," National Elementary Principal. Arlington, Va.: National Association of Elementary School Principals, Fall, 1973, pp. 24-29.

Meyer, H.H., Kay, E., and French, J.R.P. "Split Roles in Performance Appraisal," Harvard Business Review, March-April, 1964.

National Catholic Educational Association. Giving Form to the Vision. Washington, D.C.: The Association, July, 1974.

National Conference of Catholic Bishops. To Teach As Jesus Did: A Pastoral Message on Catholic Education. Washington, D.C.: United States Catholic Conference, November, 1972.

Olsen, Brother John D. (C.F.X.), and Vaughan, Joseph. "Performance-Based Teacher Education and American Catholic Education," Momentum. Washington, D.C.: National Catholic Educational Association, May, 1975, pp. 17-21.

Popham, W. James. "Development of a Performance Test of Teaching Proficiency." Los Angeles: University of California, August, 1967.

_____, and Baker, Eva L. "A Performance Test of Teaching Effectiveness." Paper presented at annual meeting of American Research Association, Chicago, February, 1966.

Queer, Glenn. An Analysis of Teacher Rating Scales: A National Survey, 1969. ED 030 968.

Redfern, George. "How to Appraise Teaching Performance." Columbus, Ohio: School Management Institute, 1963.

_____. "Will Teacher Militancy Make Evaluation of Teacher Performance Obsolete?" Paper presented at the 101st annual meeting of the American Association of School Administrators, Atlantic City, February 17, 1969. ED 027 635.

_____. How to Evaluate Teaching. Worthington, Ohio: School Management Institute, Inc., 1972.

Trask, Anne E. "Principals, Teachers and Supervision: Dilemmas and Solutions," Administrator's Notebook, December, 1964, pp. 1-4.

Turney, David. "Beyond the Status Quo: A Reappraisal of Instructional Supervision," Educational Leadership, May, 1966, pp. 664-669.